

SEX and RELATIONSHIP EDUCATION POLICY

GENERAL STATEMENT

All schools must have an up-to-date policy, which is made available for parents. The policy must define sex and relationship education, describe how sex and relationship education is provided, who is responsible for providing it, say how sex and relationship education is monitored and evaluated, include information about parents' right to withdrawal and be reviewed regularly.

THE AIMS OF THE POLICY

- to clarify the School's legal position
- to give guidance on some of the issues involved in the development of a policy on sex and relationship education
- to guide teaching staff on some of the sensitive issues school may have to tackle when teaching sex and relationship education
- to emphasise the importance of working in partnership with parents and the whole community

OBJECTIVES

- to give pupils information which will help them to develop skills, which enable them to understand differences and allow them to respect themselves and others.
- to develop a programme which contributes to the promotion of spiritual, moral, cultural, mental and physical development of pupils at school and in society whilst preparing them for the opportunities, responsibilities and experiences of modern adult life

KEY ELEMENTS

There are three main elements to sex and relationship education:

Attitudes and Values

Personal and Social Skills

Knowledge and Understanding

Attitudes and Values

- children need to learn the importance of values, individual conscience and moral considerations
- children need to learn the value of family life and stable and loving relationships for the nurture of children
- children need to learn the value of respect, love and care
- children need to explore, consider and understand moral dilemmas and develop critical thinking as part of decision making

Personal and Social Skills

- children need to learn to manage emotions and relationships confidently and sensitively
- children need to develop self respect and empathy for others
- children need to learn to make choices based on an understanding of difference and with an absence of prejudice
- children need to develop an appreciation of the consequences of choices made
- children need to manage conflict
- children need to learn how to recognise and avoid exploitation and abuse

Knowledge and Understanding

- children need to learn and understand physical development at appropriate stages
- children need to develop confidence to talk, listen and think about feelings and relationships
- children need to be able to name parts of the body and describe how bodies work
- children need to be prepared for puberty
- children need to know where to ask for help and support

PROPOSALS FROM THE DCFS SUGGEST THAT:

In Key Stage 1 the following areas should be discussed:

- a) how animals, including humans, move, feed, grow, use their senses and reproduce
- b) recognition of the main external parts of the human body
- c) that humans and animals can reproduce offspring and these grow into adults
- d) similarities and differences between themselves and others, and how to treat others with sensitivity

In Key Stage 2 the following areas are discussed:

- a) life processes common to humans and other animals, including nutrition, growth and reproduction
- b) the main stages of the human life cycle

Reviewed by: Curriculum Committee - Summer 2006